DOCUMENT RESUME

ED 247 334 UD 023 708

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TITLE	Morris High School, New Directions for Bilingualism. O.E.E. Evaluation Report, 1982-1983.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	Feb 84
GRANT	G008202847
NOTE	93p.; Prepared by the O.E.E. Bilingual Education Evaluation Unit.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Achievement Gains; *Bilingual Education Programs; *Economically Disadvantaged; English (Second Language); Immigrants; Limited English Speaking; Mainstreaming; Program Effectiveness; Program Evaluation; *Self Concept; *Spanish Speaking; Student Characteristics; *Transitional Programs
IDENTIFIERS	*New York (Bronx)

ABSTRACT

New Directions for Bilingualism, at Morris High School (Bronx, New York) completed the first year of a three year cycle in June 1983. The program, which served 300 newly-arrived, foreign-born, low income students, had as its major goals the improvement of participants' English language proficiency, development of their native language (Spanish) skills, and enhancement of their self-image. Program students were not isolated from the high school, but shared two periods per day with mainstream students. Instructional and noninstructinal support services were provided to program students; these were funded from a variety of sources. Supportive services included personal and academic counseling as well as home visits. Analysis of student achievement indicated that participants in New Directions met or surpassed program objectives in most areas. In addition, their attendance rate was considerably higher than that of non-program students in the same school. (GC)

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MORRIS HIGH SCHOOL

NEW DIRECTIONS FOR BILINGUALISM

1982-1983

OEE Evaluation Report

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UD023708

O.E.E. Evaluation Report

February, 1984

Grant Number: G00-820-2847

MORRIS HIGH SCHOOL

NEW DIRECTIONS FOR BILINGUALISM

1982-1983

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A SUMMARY OF THE EVALUATION
OF PROJECT NEW DIRECTIONS FOR BILINGUALISM
AT MORRIS HIGH SCHOOL
1982-1983

New Directions for Bilingualism at Morris High School completed the first year of a three-year basic program in June, 1983. Virtually a "mini-school" within the high school's department of foreign languages, English as a second language, and bilingual education, the program's major objectives were: to improve students' English language proficiency; to develop their native language skills; and to enhance students' self-image. The program served 300 newly-arrived, foreign-born bilingual students of limited English proficiency and low income families. Most came from rural areas in their Spanish-speaking countries of origin, and therefore their education in their native language tended to be limited.

A rigorous daily schedule (nine 40-minute instructional periods) and extensive supportive services had as their ultimate goal mainstreaming students as quickly as possible. Non-traditional courses incorporating values clarification components, such as the new environmental workshop (NEW), aviation, first aid, theater as a second language, and career education were developed and instituted by the bilingual teaching staff; others were in the process of development. Many paralleled mainstream courses and all fulfilled city and state requirements.

Title VII funding for program staff was supplemented by tax-levy, Chapter I, P.S.E.N., and Chapter 268 sources. Supervision within the program was systematic as well as creative, and both instructional and non-instructional staff worked beyond their assigned responsibilities. This sense of purpose and dedication was in large part due to the presence of clearly defined objectives, consistent direction, and a good system of communication. New Directions had the full support of the principal and mainstream staff.

Program students were not isolated from the high school, but shared two periods a day with mainstream students. Many were honor students. Regular attendance was the norm, and involvement in extra-curricular activities common. Notable among the latter were a bilingual newsletter, ethnic festivals, and trips to museums, Spanish repertory companies, and art centers.

Supportive services included a strong and well-organized counseling and guidance department, helping students with course registration and requirements, college advisement, as well as analyzing symptoms (such as slipping attendance) that indicated the presence of home or other emotional problems. Home visits averaged 30 to 35 per month. The department's lines of communication brought teachers fully into the communications cycle as well, via an in-house referral system. The program

utilized monies for staff development, and many staff members were enrolled in at least one university course.

Students were assessed in English language development (Criterion Referenced English Syntax Test and teacher-made tests); growth in their mastery of the native language (Interamerican Series, La Prueba de Lectura and teacher-made tests); mathematics, science, and social studies (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--In English reading achievement, program students tested at Levels I and II mastered an average of 1.85 CREST objectives per month in the fall and 1.23 CREST objectives per month in the spring. Level III students mastered 0.49 CREST objectives per month in both semesters.

--Students' overall passing rates on teacher-made E.S.L. examinations ranged from 69 percent passing (intermediate students, spring) to 100 percent passing (advanced students, fall).

--Students tested on Levels 2 and 3 of La Prueba de Lectura made statistically significant gains in native language reading.

--On teacher-made native language studies examinations, program students achieved overall passing rates of 85 percent in the fall and 83 percent in the spring.

--The program objective of 70 percent of the students passing teacher-made examinations in mathematics, science, social studies, and business/vocational courses was met overall in both semesters except for students in fall social studies courses.

--The attendance rate of program students was considerably higher than the rate of non-program students in the school.

The following recommendations are aimed at improving the overall effectiveness of the program:

--The program should prioritize the activities of the paraprofessionals in such a way as to permit them to assist in classrooms.

--The program might consider holding staff development workshops in guidance and counseling with possible participation of outside experts in these areas.

--The staff is urged to continue to develop new ways of involving parents effectively. This might included enlisting the help of the P.T.A. president (an involved bilingual parent), and the institution of new courses and workshops for parents.

--Since it is outside the scope of the program, the school administration is urged to continue its efforts to have the appropriate agency within the Board of Education upgrade the quality of Morris High School's facilities, and in particular to refurbish the school's classrooms, offices, and other spaces.

--The program should evaluate the preparedness of students in the upper levels of Spanish language instruction to determine if Levels 4 and 5 of the Prueba de Lectura are of appropriate difficulty for them.

Although New Directions has been in operation for only one year, Morris High School has had a strong tradition of bilingual education since the mid-1970's. All signs indicate that New Directions will uphold this tradition, and -- given this year's productive start -- will continue to enable Spanish-speaking students from the poverty-stricken South Bronx to become contributing members of their adopted society. The program's main goal of rapid transition to English proficiency is without question a key factor in what appears to be a highly successful new effort.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
Introduction		1
I.	DEMOGRAPHIC CONTEXT	3
	Environment	3
	Site Characteristics	4
II.	STUDENT CHARACTERISTICS	5
III.	PROGRAM DESCRIPTION	9
	Entry Criteria	9
	Educational Policy	9
	Program History	10
	Program Objectives	11
	Organization and Structure	12
	Funding	14
IV.	INSTRUCTIONAL COMPONENT	16
	Entrance Procedures	16
	Programming	16
	Follow-up Services	27
	Classroom Observations	28
V.	NON-INSTRUCTIONAL COMPONENT	32
	Guidance	32
	Community Involvement	33
	Curriculum Development	35
	Staff Development	35
	Affective Domain	37
VI.	FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE	44
	Acquisition of English Syntax	44
	Native Language Reading and Comprehension	50
	Student Achievement in Mathematics, Science, Social Studies, and Other Content-Areas	54
	Attendance	56
VII.	CONCLUSIONS AND RECOMMENDATIONS	58
VIII.	APPENDICES	62

LIST OF FIGURES AND TABLES

		PAGE
Figure 1:	Program Staff Organization.	13
Table 1:	Number and Percent of Program Students by Country of Birth.	6
Table 2:	Number of Program Students by Age and Grade.	7
Table 3:	Time Spent in the Bilingual Program.	8
Table 4:	Funding of Non-Instructional Program Components.	14
Table 5:	Funding of Instructional Component.	15
Table 6:	Typical Student Program, Grades 9 through 12.	19
Table 7:	Instruction in E.S.L. and English Reading (Fall and Spring).	20
Table 8:	Instruction in the Native Language (Fall and Spring).	23
Table 9:	Bilingual Instruction in Subject Areas (Fall and Spring).	24
Table 10:	New or Adapted Bilingual Courses.	26
Table 11:	Number of Students Leaving the Program.	27
Table 12:	Off-site Conferences and Workshops for Staff.	37
Table 13:	Results of the Criterion Referenced English Syntax Test (Program Students Pre- and Post-Tested on Same Test Level).	47
Table 14:	Results of the Criterion Referenced English Syntax Test (Program Students Pre- and Post-Tested on Different Test Levels).	48
Table 15:	Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in English as a Second Language.	49

LIST OF FIGURES AND TABLES

		PAGE
Table 16:	Native Language Reading Achievement.	52
Table 17:	Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies.	53
Table 18:	Number of Program Students Attending Courses and Percent Passing Teacher-made Examinations in Content-Area Subjects.	55
Table 19:	Attendance of Program Students.	57
Table 20:	Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School.	57

NEW DIRECTIONS FOR BILINGUALISM
AT MORRIS HIGH SCHOOL

Location:	166 Street and Boston Road Bronx, New York 10456
Year of Operation:	1982-1983, First year of Title VII funding
Languages of Instruction:	English and Spanish
Number of Participants:	Approximately 300 foreign-born students
Principal:	Frances Vasquez
Project Director/Assistant Principal for E.S.L. Foreign Languages, and Bilingual Education:	George Materon
Project Coordinator/Resource Specialist:	James Reynolds

INTRODUCTION

New Directions for Bilingualism at Morris High Schol has completed the first year of a three-year funding cycle. Serving approximately 300 newly-arrived, foreign-born students of limited English proficiency (LEP), the program has made a good beginning toward providing a secure learning environment for this group of Spanish-speaking students from economically disadvantaged families in the South Bronx.

The high school, which houses and supports the program, provides a solid foundation upon which to build. Morris is under the direction of the youngest principal in the New York City school system, whose effective leadership is already recognized beyond the bounds of her workplace. The school is a recent recipient of a Ford Foundation grant (for

school improvement), and has been designated as a landmark (the school's magnificent 1898 Dutch Gothic building is, however, sorely in need of extensive refurbishing). Morris High School became a focus of media attention this past spring when President Reagan called it a "miracle school" for its educational accomplishments despite a critical lack of funds.

The program itself has already established a highly structured yet caring academic environment, under the direction of the assistant principal for English as a second language (E.S.L.), foreign languages, and bilingual education. The assistant principal/project director is assisted by a coordinator who also serves as resource specialist. Support services staff includes a guidance counselor, grade advisor, bilingual secretary, family assistant, and educational paraprofessionals. Fifteen E.S.L. and bilingual instructors serve program students in the classroom.

In addition to its principal goal of assisting LEP students achieve maximum proficiency in English, the program attempts to improve students' literacy in their native language. Knowledge of content areas for college admission is also stressed. Finally, the program aims at improving students' self-esteem by means of special course offerings, counseling services, and home visits. Ultimate goals are college admission and successful employment in the larger English-speaking society.

1. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Morris High School is located atop the Morrisania hill at 166th Street and Boston Road in the center of the devastated South Bronx. Unlike several other economically depressed areas of New York City (some of which are located in formerly wealthy neighborhoods), housing in Morrisania is not only in a deteriorated state, but was largely of less than top quality design and construction when new. The magnitude of the task of rebuilding this neighborhood is thus greater than perhaps any other blighted area in the city.

According to the 1980 Bronx Census (Proposal p. 88), although the general population of the area is decreasing, the Hispanic population is increasing, and Morris' enrollment is accordingly 65 percent Hispanic. In actuality, Hispanic community presence may be even greater than hard census figures indicate: it is likely that a significant percentage of a rapidly growing undocumented Spanish-speaking population is settling in the immigrant barrios of New York City, including Morrisania.

Recent educational patterns of Hispanics in the school system also reveal unresolved problems. According to a recent report, only 30 percent of the Puerto Rican students who enter the city's public high schools, for example, end up graduating. In short, the desirability of new and expanded educational programs aimed at the needs of the area's Hispanic population is easily demonstrable.

SITE CHARACTERISTICS

As a result of the efforts of a group of P.T.A. members (see last year's evaluation report, p. 42), the Morris High School building has been designated a New York City historic landmark. For all the elegance of its design, however, the building's interior is seriously delapidated, and it remains to be seen to what degree landmark status will make reconstruction funds available to the high school. Yet in spite of these difficulties, the premises are kept neat and clean; colorful posters on the walls and a warm and friendly staff welcome newcomers to a happy environment. The central offices for E.S.L./foreign languages/bilingual education are located on the fourth floor, with most of the classrooms they serve on the same floor or on the floor below. Access to common areas, such as the gym, science laboratories, auditorium, and cafeteria, is in most cases direct and unimpeded.

II. STUDENT CHARACTERISTICS

For the last two academic years, there has been a steady increase in the number of Hispanic LEP students admitted to Morris, in all grades. The 300 LEP students served by the program (out of a school LEP total of 594) come from a variety of Caribbean and Central and South American countries -- including Cuba, Colombia, the Dominican Republic, Ecuador, Honduras, Peru, and Puerto Rico -- but have in common rural origin in their native lands. Table 1 presents the number and percent of program students, for whom information was provided, by country of birth.

Given their rural background, a high percentage of program students are poorly educated for their grade level even in Spanish, a fact which may account for the high percentage who are overage for their grade (see Table 2). There is nonetheless a broad literacy range -- from almost nonfunctional to well-lettered. All belong to poverty-stricken households here, a fact attested to by their eligibility for the free lunch program. Table 3 presents the students by time spent in the bilingual program, by grade.

TABLE 1

Number and Percent of Program Students
by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	149	57
Dominican Republic	41	16
Haiti	6	2
Cuba	4	2
Other "Caribbean"	1	less than 1
Honduras	11	4
Guatemala	2	1
El Salvador	3	1
Panama	2	1
Colombia	1	less than 1
Ecuador	26	10
Peru	1	less than 1
U.S.	16	6
TOTAL	263	100

- Fifty-seven percent of the program students were born in Puerto Rico.
- Only 16 students were born in the United States.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	14	0	0	0	14
15	27	12	0	0	39
16	42	21	4	0	67
17	21	23	21	3	68
18	8	17	12	9	46
19	3	0	10	7	20
20	0	0	3	6	9
TOTAL	116	73	50	25	264
Overage Students					
Number	74	40	25	13	152
Percent	64	55	50	52	58

Note. Shaded boxes indicate expected age range for grade.

- Fifty-eight percent of the students are overage for their grade.
- The highest percentage of overage students occurs in grade 9.

TABLE 3

Time Spent in the Bilingual Program[a]
(As of June, 1983)

Time Spent in Bilingual Program	Number of Students				Totals
	Grade 9	Grade 10	Grade 11	Grade 12	
<1 Academic Year	4	1	0	0	5
1 Academic Year	77	18	9	3	107
2 Academic Years[b]	24	29	12	5	80
3 Academic Years[b]	4	5	19	4	32
4 Academic Years[b]	5	11	7	11	34
5 Academic Years[b]	0	0	2	2	4
TOTALS	114	74	49	25	262

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- By the end of the academic year, 43 percent of the students had been in the program for one year or less.

III. PROGRAM DESCRIPTION

ENTRY CRITERIA

The following criteria have been established for program entry: a score below the twenty-first percentile on the Language Assessment Battery (LAB); membership in a low-income household, as determined by school records; and a beginner's level of English proficiency as determined by pre-test score on the Criterion Referenced English Syntax Test (CREST). Students who were still eligible for bilingual services, although they were no longer beginners in E.S.L., were also served. Learning disabled students are identified for further referral by administration of the Slosson Drawing Coordination Test.

EDUCATIONAL POLICY

The core of the program's educational philosophy is its transitional approach to bilingual education: mainstreaming bilingual students into the general school population as soon as their linguistic level makes such a move possible. Academic integration is not the program's sole aim, however; developing employment skills and enhancing students' self-image are regarded as essential co-principles of the transitional/mainstreaming philosophy. Perhaps the most important aspect of the program's philosophy is the conviction that a teaching/learning atmosphere must be positive, consistent (with clearly articulated objectives and expectations), and progressive. Such an academic environment has been created by a dedicated staff that is constantly and rigorously evaluated. In the project coordinator's words, "that this program is sound is due to the principal's and project director's work." "Now

there is accountability," he continued, contrasting the current leadership of the school and the department with that of previous eras.

PROGRAM HISTORY

A bilingual education program was begun in the school in the mid-1970's. In 1977, when the present principal took over as assistant principal in charge, a number of changes were made. At its inception, the bilingual program was part of the speech department and, according to the coordinator, was stigmatized as the "poor relation" of other ostensibly more academic departments. A continuous process of developing statistics to show how the Morris student population should actually be categorized was responsible for the bilingual department's at last being taken seriously. Characterizing the former assistant principal as "dynamic and "involved," the coordinator noted that from 1977 to 1981 it was that individual who laid the foundation for the changes and improvements that now distinguish the department. "We're viewed positively now, and are recognized as being a 'department'," he said, adding that the present department head (who took over in 1981) has continued to uphold the previous high standards of attainment and accountability.

By virtue of these changes, and especially because of greater staff autonomy and the program's independent funding, the bilingual education department and the program now function like a "mini-school" within the larger high school unit. "There is integrity in the program's structure," the coordinator remarked, adding that, as a result of this structural integrity, "staff work together in setting and determining how to achieve goals, and teachers are given a sense of security through which humane and caring attitudes can more easily surface."

PROGRAM OBJECTIVES

In 1982-83, the program proposed the following performance objectives for the instructional and training components of New Directions:

Instructional Objectives

As a result of participating in the program:

1. eighty percent of the students will demonstrate significant gains in English language proficiency;

2. eighty percent of the students will show significant gains in Spanish language achievement;

3. seventy percent of the students enrolled in content-area classes will pass teacher-made final examinations in mathematics, science, and social studies;

4. students will achieve an overall attendance rate which will be significantly greater than that of the school as a whole;

5. students will demonstrate a drop-out rate which will be significantly less than that of the total school population;

6. ninety percent of the students enrolled in the New Environment Workshop will demonstrate a knowledge of job-searching techniques;

7. ninety percent of the students enrolled in the New Environment Workshop will demonstrate a knowledge of the educational, health care, and cultural facilities that are available within the school and community; and

8. ninety percent of the students will demonstrate an increased awareness of their own culture.

Training Objectives

Teachers participating in the program will demonstrate significant improvement in the skills necessary to assess students' needs,

to select appropriate methods of instruction, and to write appropriate courses of study.

ORGANIZATION AND STRUCTURE

New Directions' physical organization was greatly improved in the 1982-83 school year: the program is now housed entirely in the main school building. Access to all school facilities has thereby been enormously simplified.

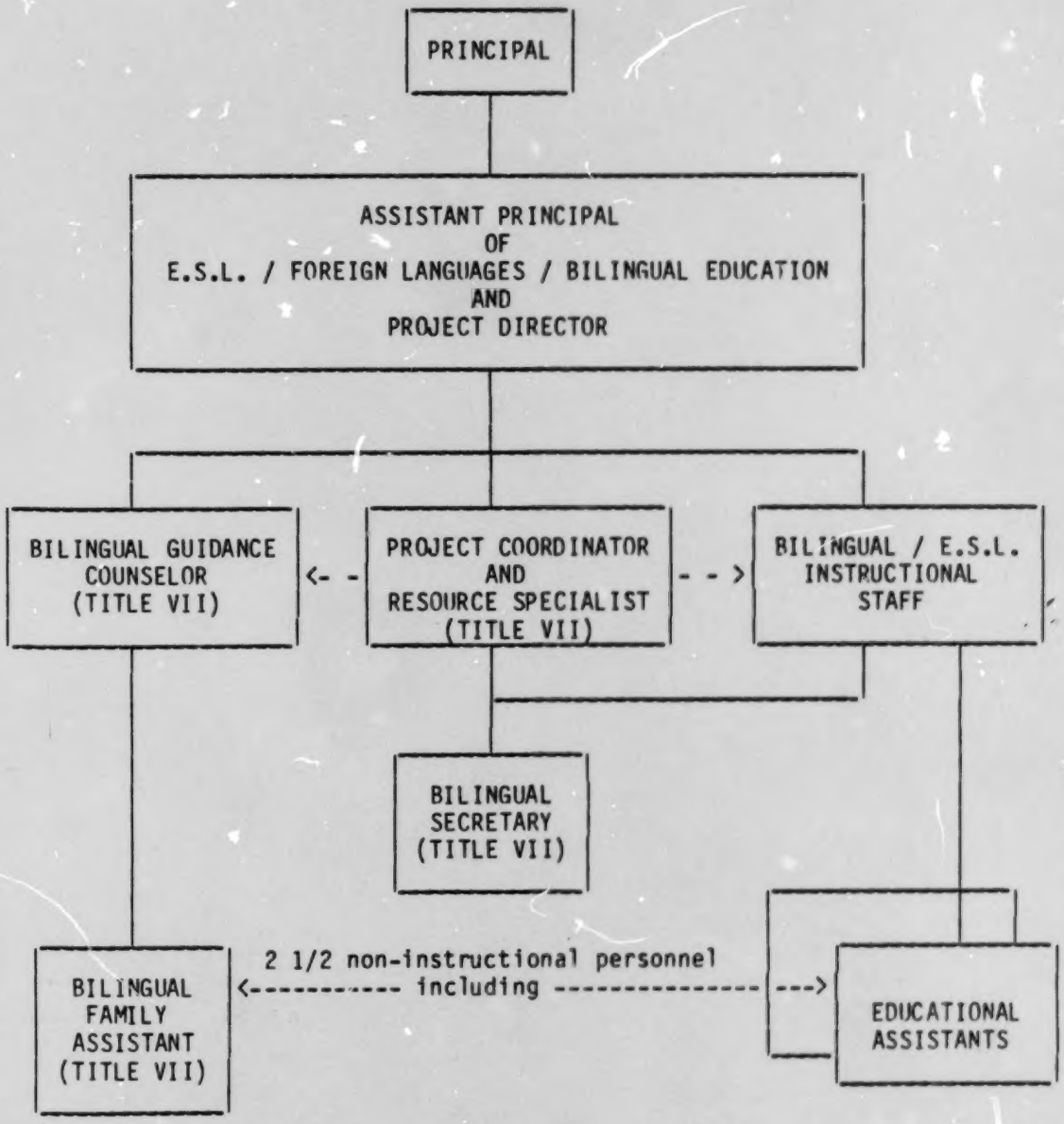
The program is headed by a project director who is also the assistant principal for E.S.L., foreign languages, and bilingual education. The project director is assisted by the project coordinator. Both give essentially their full time to program affairs, with the director supervising teaching personnel, and the coordinator taking responsibility for overseeing day-to-day operations, supervising paraprofessionals, and coordinating student activities and the parent advisory council. This year the coordinator also functions as resource specialist, and as such is responsible for curriculum development, presentations, and a variety of other duties. The coordinator assists the director in the general supervision of the entire bilingual staff, including E.S.L. teachers.

Other staff members include a bilingual guidance counselor, a bilingual grade advisor, fifteen bilingual and E.S.L. teachers, a bilingual secretary, a bilingual family assistant, and two full- and part-time educational assistants. All 15 instructional personnel are appropriately licensed. Appendix A presents the characteristics of the staff serving the program students.

Staff organization may be represented schematically as follows:

FIGURE 1

Program Staff Organization



———— solid line indicates direct supervision

– – – – – dotted line indicates communication or advisory capacity

FUNDING

Program funding is a mix of E.S.E.A. Title VII, tax-levy, Chapter 1, and Chapter 268 monies. Table 4 shows the funding breakdown for the program's non-instructional staff, organized by function or program area, and in most cases funding sources are matched to specific job titles. Table 5 shows the funding breakdown for the instructional staff serving program students.

TABLE 4

Funding of Non-Instructional Program Components

	Funding Source(s)	Personnel: Number and Titles
Administration & Supervision	Tax Levy Title VII	.8 Assistant Principal 1 Project Coordinator/Resource Specialist
Curriculum Development	Title VII	1 Project Coordinator
Supportive Services	Title VII Title VII Tax Levy	1 Bilingual Guidance Counselor 1 Bilingual Family Assistant 1 Bilingual Grade Advisor
Staff Development	Title VII Tax Levy	8 department members in university courses Departmental & School-wide Consortiums
Parental & Community Involvement	Title VII	Bilingual Advisory Committee
Secretarial & Clerical Services	Title VII Tax Levy	1 Bilingual Secretary 2 1/2 Educational Assistants

TABLE 5

Funding of the Instructional Component[a]

Subject Area	Funding Sources	Number of Personnel Teachers	Paras
E.S.L.	Tax Levy	1.8	
	P.S.E.N.	3.0	
	Chapter 268	0.4	
	Module 5B	0.4	
Native Language	Tax Levy	2.2	
	Module 5B	1.4	
Bilingual Mathematics	Tax Levy	2.0	
Bilingual Science	Tax Levy	1.0	
Bilingual Social Studies	Tax Levy	1.6	
Educational Assistance	Tax Levy		0.4
	P.S.E.N.		2.0

[a]Source: High School Personnel Inventory for Bilingual/E.S.L. Programs, April, 1983, Division of High Schools, New York City Public Schools.

IV. INSTRUCTIONAL COMPONENT

ENTRANCE PROCEDURES

Program applicants are given an initial interview, followed by a series of tests to determine eligibility for and classification within the program. The Language Assessment Battery (LAB) is administered to determine students' general knowledge of English. Those who score below the twenty-first percentile are classified as LEP and as such may be admitted to the program. Students scoring over the twenty-first percentile are immediately mainstreamed into regular Morris classes. The LAB test also pinpoints varying degrees of oral English fluency. In addition, all LEP-classified students take the Criterion Referenced English Syntax Test (CREST) to identify further their English grammar proficiency level, and to isolate specific syntactic objectives for each student's future English study. Finally, the Prueba de Lectura is administered to evaluate students' command of and literacy level in Spanish, for placement within the various levels of the program.

As previously mentioned, the Slosson-Drawing Coordination Test determines which students have other learning problems. Those who are found to have learning disabilities or other neurological disorders are referred for appropriate evaluation and placement.

PROGRAMMING

To facilitate transition to all-English instruction, the program aims at students' speedy improvement in the four major language skills: comprehension, speaking, reading, and writing. Accordingly, bilingual

students' participation in mainstream activities (and the greater exposure to daily use of English that results) is mandated through enrollment in mainstream courses in physical and health education, music, art, and practical arts classes, and participation in extracurricular activities and lunch period. Thus, every LEP student has at least two periods daily in the mainstream schedule.

In order to accelerate this participation and to make the mainstreaming process more effective, special electives are offered to LEP students which stress English acquisition through concentration on a special student interest (e.g., English through first aid, law English for youth, and English through aviation). In addition, all incoming bilingual students have a period of bilingual orientation (both semesters in the ninth grade, one semester per year at the higher grades). Other course offerings emphasize the special linguistic skills and content knowledge necessary for students to deal with their adopted society. The most outstanding and innovative course of this type is the program's New Environmental Workshop (NEW) which embraces three major content areas: the cultural environment (covering such topics as Hispanic culture in America and cultural pluralism in New York City); the school environment (dealing with student/teacher roles, reading, study, note-taking skills, and the rationale and methods of homework); and academic and professional career environments (including such topics as values clarification, self-awareness and peer relationships, employability skills, educational planning, and an introduction to career exploration and support services).

More traditional academic courses are carefully presented and graded with the particular needs of this student population in mind. All program students are required to take three periods of intensive E.S.L. each day, programmed according to their level of ability, sequenced from E.S.L. 1 (beginners) to advanced. The latter includes such courses as modern American literature and theatre as a second language. Bilingual mathematics, science, and other content courses are provided in such a way that the amount and level of English use can be increased gradually in accordance with students' growing English facility.

The program is thus structured "in order to provide for a transition to the mainstream as rapidly as possible" (Proposal p. 25), but the methods to accomplish this -- immediate but controlled mainstream exposure, carefully graded bilingual content and E.S.L. courses, and special offerings attuned to these students' particular interests, needs, and abilities -- are as essential as the goal itself. Goals and methods in this curriculum form a unified whole, and may well be the program's major virtue and value as a functioning curriculum, and as a whole for bilingual education in other localities and situations.

Instruction consists of a rigorous nine-period daily schedule. Table 6 lists a typical student class program for the four high school years. Table 7 delineates E.S.L. courses; Table 8 shows native language (Spanish) instruction; and Table 9 outlines subject-area courses taught bilingually. Finally, Table 10 lists subject-area courses (including NEW) that have been created or adapted by program faculty specifically for bilingual students.

TABLE 6

Typical Student Program, Grades 9 through 12

No. of Periods	Subject Areas	No. of Periods	Subject Areas
	9th Grade Both Semesters		10th Grade First Semester
2	E.S.L.	2	E.S.L.
1	E.S.L. Reading	1	E.S.L. Reading
1	Bilingual Social Studies	1	Bilingual Social Studies
1	Bilingual General Math I or Algebra	1	Bilingual Survival Math I or Geometry
1	Spanish Language Arts and Culture	1	Spanish Language Arts and Culture
1	Law Environment Workshop I and II	1	New Environment Workshop III
1	Physical Education	1	Physical Education
1	Lunch	1	Lunch
	11th Grade First Semester		12th Grade First Semester
2	E.S.L.	1 or 2	E.S.L.
1	E.S.L. Reading	1	E.S.L. Reading
1	Bilingual Social Studies	1	Bilingual Social Studies
1	Practical Arts	1	Art
1	Spanish Language Arts and Culture	1	Bilingual Biological Ecology or Elective
1	Bilingual Biology	1	Spanish Language Arts and Culture
1	Physical Education	1	Practical Arts
1	Lunch	1	Physical Education
		1	Lunch

TABLE 7

Instruction in English as a Second Language and English Reading

Fall Course Title and Level	Number of Classes	Average Class Register	Class Periods Per Week	Description	Curriculum or Material in Use
ESL 1	1	35	10	Basic English	Access to English
ESL 1R	1	37	5	Reading Reinforcement	Varied Materials
ESL 2	1	25	10	Basic English	English for a Changing World
ESL 2R	1	24	5	Reading Reinforcement	Varied Materials
ESL 3	1	24	10	Intermediate English	Access to English
ESL 3R	1	22	5	Reading Reinforcement	Varied Materials
ESL 4	1	14	10	Intermediate English	Lado English
ESL 4/5R	1	13	5	Reading Reinforcement	Dixon Reading Series
NLA 4R	1	6	5	Survival English	Teacher-Made Materials
ESL 5	1	13	10	Transitional English	Teacher-Made Materials
SLCR	2	34	10	Basic Reading and Writing	Varied Materials
SLW	1	25	5	Survival Skills	" "
ELS	2	28	10	Reading and Writing Emphases	" "

TABLE 7 (continued)

Course Title and Level	Number of Classes	Average Class Register	Class Periods Per Week	Description	Curriculum or Material in Use
ETG	1	33	5	Transitional English	" "
ETA	1	15	5	Transitional English	" "
LSL	1	18	5	Advanced Transitional English	" "
AVE	1	26	5	Aviation English (Elective)	" "
FA	1	16	5	First Aid (Elective)	" "
AEROSPACE	1	21	5	Aviation English II (Elective)	" "

TABLE 7 (continued)

Spring Course Title and Level	Number of Classes	Average Class Register	Class Periods Per Week	Description	Curriculum or Material in Use
ESL 1	2	13	10	Basic English	English for a Changing World
ESL 1R	1	19	5	Reading Reinforcement	Varied Materials
ESL 2	1	18	10	Basic English	Teacher-Prepared Materials
ESL 2R	1	19	5	Reading Reinforcement	" "
ESL 3	1	20	10	Intermediate English	Access to English
ESL 3R	1	19	5	Reading Reinforcement	Dixon Text Book
ESL 4	2	20	10	Intermediate English	Teacher-Made Materials
ESL 4R	1	13	5	Reading Reinforcement	" "
ETG	2	26	10	Transitional English Class	" "
ESL	2	24	10	Transitional English Class	Assorted Materials
ETA	1	26	5	Transitional English Class	" "
MALS	1	19	5	Advanced Transitional English Class	Adventures in American Literature
FA	1	23	5	Elective in First Aid English	Assorted Materials
AVE	1	26	5	Elective in Aviation English	" "
SLCR	2	34	10	Basic Reading and Writing	" "
AEROSPACE	1	11	5	Aviation English (Elective)	" "

TABLE 8

Instruction in the Native Language[a]

Course Title and Level	Number of Classes		Average Class Reg.		Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring		
SP 1N	3	1	26	18	Basic Spanish	Assorted Texts & Materials
SP 1N	1	2	31	33	" "	" " "
SP 3N	3	2	30	18	Intermediate Level Reading, Writing, Oral	" " "
SP 4N	2	3	26	26	Intermediate Level Reading Writing, Oral, Culture	" " "
SP 5N	3	1	25	30	Increasing Mastery of Advanced Grammar	" " "
SP 6N	2	2	25	30	Preparation for Three-Year Regents	" " "
SP 7N	1	1	32	23	Spanish Literature	" " "
SP 8N	1	1	21	15	Spanish and Spanish American Literature	" " "
Advanced Placement	1	1	15	17	Intense Study of Spanish Literature for College Credit	" " "

[a]Classes are open to all students in the school and are offered for five periods each week.

TABLE 9

Bilingual Instruction in Subject Areas[a]

Fall Course Title	Number of Classes	Average Register	Language(s) of Instruction	Percent Materials in Native Language
Global History 1	4	24	85% Spanish/ 15% English	85
Global History 2	2	32	85% Spanish/ 15% English	85
American History 1	2	29	60% Spanish/ 40% English	20
American History 2	1	11	60% Spanish/ 40% English	20
FMA 1	4	27	85% Spanish/ 15% English	85
FMB	1	33	85% Spanish/ 15% English	85
9MSA	1	24	85% Spanish/ 15% English	85
9MB	1	9	75% Spanish/ 25% English	75
9MC	1	17	75% Spanish/ 25% English	75
Computer Mathematics	1	13	75% Spanish/ 25% English	75
Science 1	3	32	85% Spanish/ 15% English	85
Biology 1	1	36	75% Spanish/ 25% English	75
Biology 2	1	12	75% Spanish/ 25% English	75
FMC	1	17	85% Spanish/ 15% English	85

[a]Classes were offered five periods each week and were exclusively for program students (except for CA1, spring). All materials in use corresponded to the mainstream curriculum and were appropriate to students' reading levels.

TABLE 9
(continued)

Bilingual Instruction in Subject Areas[a]

Spring Course Title	Number of Classes	Average Register	Language(s) of Instruction	Percent Materials in Native Language
Global History 1L	4	29	85% Spanish/ 15% English	85
Global History 3L	2	35	85% Spanish/ 15% English	85
American History 1L	2	29	60% Spanish/ 40% English	20
American History 2L	1	11	60% Spanish/ 40% English	20
Fundamental Mathematics AL	4	31	85% Spanish/ 15% English	85
Fundamental Mathematics BL	1	36	85% Spanish/ 15% English	85
Fundamental Mathematics CL	1	18	85% Spanish/ 15% English	85
9SMAL	1	26	85% Spanish/ 15% English	85
9SMBL	1	9	75% Spanish/ 25% English	75
9MCL	1	18	75% Spanish/ 25% English	75
CM	1	15	75% Spanish/ 25% English	75
CA1	1	9	50% Spanish/ 50% English	50
Science 1L	3	32	85% Spanish/ 15% English	85
Biology 1L	1	39	75% Spanish/ 25% English	75
Biology 2L	1	14	75% Spanish/ 25% English	75
Science 2L	2	22	85% Spanish/ 15% English	85

[a]Classes were offered five periods each week and were exclusively for program students (except for CA1, spring). All materials in use corresponded to the mainstream curriculum and were appropriate to students' reading levels.

TABLE 10

New or Adapted Bilingual Courses

Curriculum or Material	Development	Adaptation	Status: Completed	Status: In Process	Parallel to Mainstream (Y or N)	In Use (Y or N)
New Environmental Workshop (NEW)	X		X		N	Y
American History III		X		X	Y	N
NEW 2	X			X	N	N
Fundamental Math A	X		X		Y	Y
Fundamental Math B	X		X		Y	Y
Fundamental Math C	X		X		Y	Y
Sequential Math A	X		X		Y	Y
Sequential Math B	X		X		Y	Y
Sequential Math C	X		X		Y	Y
Computer Math	X		X		Y	Y

FOLLOW-UP SERVICES

Students exit the program for a variety of reasons. Table 11 presents the number of students who left the program in 1982-83 and their reasons for leaving.

TABLE 11

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Fully mainstreamed	6	1	1	1	9
Discharged or transferred to alternative program	7	3	1	0	11
Removed from program by parental option	10	6	1	0	17
Discharged (Job)	1	2	0	0	3
Discharged (Reason Unknown)	1	0	0	0	1
Passed High School Equivalency	0	0	1	0	1
TOTAL	26	2	4	1	33

- Approximately 12 percent of the students left the program in 1982-83. Most of these were ninth-grade students who transferred to other programs or were removed by parental option.

Students who have transferred to other programs within Morris or to another high school within the city are contacted three times per semester when report cards are issued. Students still at Morris are interviewed personally by the bilingual grade advisor and other department staff, while those at other schools are contacted by telephone or mail. Drop-outs from previous years and graduates are contacted when new addresses or telephone numbers are known; contact with students in schools outside the city, drop-outs, and graduates is made once per semester. Students within the city are offered homework and remedial help during and/or after school hours. Transfers are, in addition, questioned on their current achievements in English language and content-area classes and asked to comment on their social and emotional adjustment to the mainstream. Drop-outs, graduates, and all out-of-city students are asked where they are working or going to school, how well they are adjusting to the change, and what suggestions they have for improving the bilingual program at Morris. Graduates are asked to return to speak to students about their jobs or college experiences. All such contacts are documented and kept with students' record files for two years after the date of departure.

CLASSROOM OBSERVATIONS

A member of the evaluation team visited three program classes: an advanced E.S.L. class, a bilingual mathematics (pre-algebra) class, and a Spanish literature class. The transitional English (E.T.G.) course combined ninth- through twelfth-grade students. Out of 27 on the register, only 18 were in attendance. The observer was told that many students

are pulled out of E.T.G. classes for personal tutoring. English was used for instruction, although students occasionally used Spanish among themselves. The classroom climate was orderly, quiet, and subdued. The mode of instruction was largely question and answer with students responding to some of the problems posed by the teacher. When the teacher chose to elaborate on particular points, students were quiet and attentive, and throughout the process the class adhered to the lesson-related tasks assigned. The lesson itself was on combining sentences and writing paragraphs. After a few examples (orally and on the chalkboard), students were given an in-class practice (a teacher hand-out which included three simple sentences to be combined, using proper connectives) on which they worked individually. The purpose of the exercise was to prove that connectives make writing more interesting and coherent, and was to be followed up by expanding the combined sentences into full paragraphs for homework. The textbook used was a collection of short stories (Insight and Outlook by Murray Rockowitz [ed.]). The observer was informed that the class normally had a paraprofessional in attendance who was also responsible for clerical work, student follow-up, and home telephoning. Despite the classroom's extremely poor appearance, limited space, and barely adequate lighting, the lesson was clear and the teacher enthusiastic, with a resulting ambience conducive to task achievement.

A member of the evaluation team also visited a sequential bilingual mathematics (pre-algebra) class. Out of 14 students on the register, eight were present (no explanation for the absences was provided). The purpose of the semester's work was preparation for the New York State Regents examinations. Unlike the previous class, the

room was pleasant in appearance, with good lighting and ample space. There were math posters on the walls (some of them quite amusing) and the teacher was properly supplied with the necessary equipment to teach the lesson (protractor, compass, rulers, etc.). Languages of instruction were English and Spanish. English was used mostly for review and "do-now" exercises, while Spanish was used to introduce new concepts and provide further explanations. The classroom atmosphere was orderly and quiet, and the lesson was highly structured, yet the overall feeling was warm and informal. The lesson was a continuation of the previous day's work (at which time the vocabulary for the new operations being introduced had been taught), and focused on determining the value of the central and inscribed angles on a graph. The teacher drew various circle graph designs on the chalkboard, and asked student volunteers to fill in the answers. Students appeared comfortable with the activity, and invariably received teacher feedback. They worked together as a class, and individually -- both independently and with the teacher's assistance. There was no auxiliary staff present. The textbook used was Integrated Mathematics, Course I by Dressler and Keenan. Overall, the lesson was effective, clear, and engaged all students in active participation in board work, oral response to questions, and in-class exercises from the textbook. Homework was clearly assigned on the chalkboard.

The third class observed dealt with Spanish literature (native language), conducted entirely in Spanish. Attendance was good: 12 students out of 14 on the register were present. In a calm, pleasant

way, the teacher managed to engage each student in animated discussion of a reading from Marianda, a classic romantic novel of the "Realismo" school by Benito Perez Galdos (1903-23). Students participated actively by answering questions posed by the teacher, who freely and appreciatively provided feedback on the students' answers. In an orderly fashion, students were encouraged to probe the issues raised more deeply and speculatively. Despite the physically sad (though spacially adequate) classroom -- which students and teacher had attempted to brighten with posters of famous Hispanic artists and athletes, and with postcards from around the world -- the class was obviously enjoyable to all participants.

A member of the evaluation team also reviewed reports on classroom observations and follow-up meetings conducted by the assistant principal/program director (see Appendix B). Teachers are observed frequently, and work closely with their A.P. to improve their instruction.

V. NON-INSTRUCTIONAL COMPONENT

GUIDANCE

A strong and continuing program of student guidance in both English and Spanish is carried on by the bilingual guidance counselor, assisted by the bilingual family assistant, with the cooperation of the bilingual grade advisor. Counseling is actively performed, referrals made where indicated, and family contacts strenuously pursued.

Counseling

The counseling function includes the following services:

Academic Counseling - Students' school performance is reviewed with teachers, report cards are examined and student interviews conducted, and ad hoc contact with parents established when the need exists.

Personal Counseling - Follow-up on teachers' observations about student need is performed, and an "open-door" policy ensures that students may come in to discuss problems on their own initiative.

Career Orientation - Counselor and grade advisor provide personal guidance on career options, organize group counseling sessions on the same topic, and sponsor a school-wide "Career Day."

College Advisement - Counselor and grade advisor organize trips to colleges and universities, and conduct individual and group conferences in college advisement. The guidance department has also developed forms to assist students in planning their Morris curriculum choices around graduation and college entrance requirements.

Individual - The counselor conducts interviews with students and parents on a regular basis.

Group - In addition to group guidance orientation at the start of each school year, the counselor conducts regular, once-weekly group counseling sessions oriented to self-awareness and career topics.

Referrals

Two types of referrals are made to or by the guidance department. Teachers, deans, and the attendance officer make referrals to the guidance counselor, who then interviews students in either language as indicated. Referrals are also made to the school based support team and other outside agencies (such as testing clinics, or various information sources) as needs become evident.

Family Contacts

Family contacts are established through home visits, on the telephone, and by mail. (Unfortunately, paraprofessionals are pulled out of the classroom in order to accomplish these tasks, but the staff reportedly views this regrettable practice as unavoidable in the light of a current cut in educational assistant staff.) General contact is furthered by inviting parents to special program and school-wide activities, at which guidance department staff are available for discussions with individual parents or students. In all forms of family contact, parents are encouraged to come in for individual conferences as the need arises. Such conferences are held in either language, in accordance with parents' wishes.

The entire spectrum of the program's guidance and support services is outlined in Appendix C.

COMMUNITY INVOLVEMENT

This is the weakest area of the program. Despite three Bilingual Parents Advisory Council meetings (November, 1982 and January and March,

1983), and in spite of the program staff's careful preparation of questionnaires and agendas for those meetings, the 16 member Bilingual Parent Advisory Council is not active. Not surprisingly, parents do involve themselves in festival activities (Puerto Rican and Dominican independence days, "Menudo" discos, etc.), but the almost total absence of parental and community involvement in activities scheduled in a more serious and academic vein has been a source of great frustration to the coordinator and other program staff. The scope of the problem is indicated by the attendance at the most recent council meeting (March, 1983): 21 parents attended, and -- remarked the coordinator melancholically -- "that was 20 more than usual!" He speculates that the causes of the situation include many or all of the following factors: parents of the school's Hispanic students do not live in the immediate neighborhood and are hesitant to enter the area at night, given its rundown and abandoned condition; the cost of public transportation is prohibitive; parents are engaged in both day- and night-time employment; and finally, since many Hispanics are reportedly brought up not to question authority, it is difficult for parents to give input that might call teachers' methods into question.

The New Directions staff is making plans for next year to have bilingual instructors offer E.S.L. classes and content-area workshops in Spanish, hoping to draw parents into school activities by exposing them to the sort of challenge that is exciting their children. But at the present time, the area of community involvement remains the major unsolved problem that the program faces.

CURRICULUM DEVELOPMENT

Program staff is continually examining new curricula and incorporating new strategies for teaching reading, writing, and test-taking skills into established classes (see p. 40 of last year's evaluation). In addition to these efforts, the following new courses were developed or were in process of development during the 1982-83 school year (see Table 11): New Environmental Workshop or NEW, a bilingual E.S.L. curriculum, without parallel in the mainstream completed and in use in 1982-83; NEW 2 (an expansion of the highly successful NEW 1) now in process for use in 1983-84; and American History III (in process of development, paralleling mainstream history courses). Other course developments (all paralleling mainstream courses and in use in 1982-83) include: fundamental mathematics A, B, and C; sequential mathematics A, B, and C; and computer mathematics.

STAFF DEVELOPMENT

From the principal to teachers, program directives and objectives are clearly spelled out, and as a result there appear to be few misunderstood expectations. Lines of staff communication are clear and thorough. The program director monitors teacher performance closely by means of observations. Post-observation meetings and other follow-up activities provide teachers ample opportunity to get the help and support they need. Forty-five bulletins with constructive suggestions were issued to teachers in the past academic year.

Program staff and teachers attend monthly meetings to discuss goals and plan implementation of instructional objectives. In addition

to these regular sessions, the following on-site workshops, lectures, and demonstration lessons were attended by program staff during the past year: career day; mastery learning; new materials and equipment; demonstration lessons on essay writing and language teaching techniques; and the introduction of model lesson plans on note-taking, doing homework, and drills in Spanish. A short demonstration is assigned to each staff member at department meetings, and the fall term begins with a pre-service meeting, presented by the assistant principal on the subject of the year's objectives, attended by the entire staff.

Off-site development activities include the workshops and conferences attended during the past year by various teachers and non-instructional staff presented in Table 12. In addition, eight professionals and one paraprofessional took university courses in a variety of fields this past year (see Appendix D).

TABLE 12

Off-Site Conferences and Workshops for Staff (1982-1983)

Conference or Workshop	Sponsored by:
Conference on the Americas	Association of Teachers of Latin American Studies
Red Cross Workshop	American Red Cross
Computer Workshop	Board of Education (speaker: Alvaro Cunqueiro, a New Directions bilingual teacher)
Junior High School Principals' Conference	Board of Education
Aviation Conference	Civil Air Patrol
E.S.L. Chapter I	Board of Education
Foreign Languages Conference	Association of Foreign Language Teachers

AFFECTIVE DOMAIN

As in the past (see last year's report, p. 45), students in New Directions' first year feel good about their program. Better organization of the sessions on values clarification (part of NEW) drew particular praise from student participants. An improvement in student self-image is evidenced by the program's good record in academic achievement, class attendance, and participation in extracurricular activities. Designation and posting of "the student of the month" continues to boost

student morale. According to the program director, "Students do have a positive self-image, fostered in a very nurturing environment," and his opinion seems to be borne out in the students' own views.

Student Interviews

Informal interviews were conducted with two male and two female students (two Puerto Ricans, a Salvadoran, and a Dominican) in the ninth, eleventh, and twelfth grades. Career choices were firm in all four young peoples' minds: one of the young women was planning to go into medicine, and had received a grant from the Organization for Women at Lehman College and will be attending New Paltz State University; the other looked forward to detective work (she intends to apply to John Jay College of Criminal Justice). The two young men declared they were headed for aviation ("a pilot") and agronomy respectively. When the latter (the Salvadoran) was asked why he had chosen to be an agronomist, he replied, "to go back to my country."

Their remarks shed considerable light on how New Directions' students feel about their program. "Teachers care. They keep improving the things for students to learn," said one of the Puerto Ricans, who arrived in this country two years ago. Another reinforced the sentiment, "Everything is O.K. I like my teachers and classes." Yet another remarked, "Counselors help a lot. They care for students to have everything in order and take the classes they need. They keep after (students), saying, 'Don't cut classes.'" Another student added succinctly and right to the point, "The building is a mess, but everything inside the building is O.K.!"

All seemed to find E.S.L. classes helpful, and particularly appreciated seeing the assistant principal making his rounds (the frequency of which was also noted by a member of the evaluation team). Asked their opinion of the principal, the two male students admitted that they had never talked with her, but the female students said they had. One thought her to be a very approachable person. The other observed that she and her mother had talked with the principal once in Spanish, and that she thought she would like to talk with her again.

Staff Interviews

Interviews were conducted with the high school principal, project director, program coordinator, instructors, guidance personnel, and other staff and were particularly helpful in grasping New Directions' special character.

The principal is the youngest secondary school head in the New York City system, and also happens to be a Hispanic woman. She began her career at Morris as an assistant principal (1977-79), and prides herself and the methodical work on the part of others for the creation of the school's strong bilingual program during that period. Careful and constant preparation and publication of statistics on the student population's and the community's educational needs were crucial to funding development.

With regard to meeting students' needs, the principal epitomized the school's approach as, "...preparing them to survive in the real world," pointing out the program's emphasis on support and guidance services. "One simply cannot ignore students' emotional state of being,"

she added, "because the affective has an impact on the cognitive." Encouraging students to learn thinking skills and not merely to memorize subject content is stressed. "It is the balance between the fact and the thought that is important," the principal noted.

The principal is proud of the entire curriculum at Morris, and of the quality of the personnel who translate the curriculum into classroom activity. Her one complaint is the shortage of truly bilingual teachers, especially in the areas of mathematics and science, "a weakness that is beyond our control," she observed. The principal refuses to accept failure on the part of teachers or students: to her, everything is possible, despite a critical shortage of funds. She is anxious to see building repair money become available for the delapidated Gothic landmark in which Morris is housed, and mentioned that on "Career Day" teachers raffled off their services (free dinner and a show for the children of the winners) to raise money to initiate such repair.

The principal reported that in every course of study, teaching methods are oriented toward the integration of basic skills; course content is related to students' career awareness and aspirations; uniform examinations on a given level and subject are administered throughout the school to avoid cross-sectional duplication; and students are thoroughly trained in test-taking techniques. Teacher training is also a top priority, the principal pointed out, because "it helps teachers use their time more wisely." The assistant principals are kept busy performing double the state required number of classroom observations, keeping logs on the progress of all staff activity, and holding professional con-

ferences with their faculty. Assistant principals are also required to give demonstration lessons, design model lesson plans, and compose commentaries on upcoming educational television lessons. In short, supervision stresses follow-up and sequential training.

Finally, the principal boasts of "great parental turnout" on orientation day and at thrice-yearly P.T.A. meetings. The P.T.A.'s bilingual president, she emphasized, is at the school almost every day of the week.

The project director indicated that a strong point of the program's design is that academic performance and guidance services go hand in hand. The program endeavours to provide the maximum services possible for each child because "all children are important," he observed, noting that this provision of maximum services is essential to the program's existence. (Accordingly, Morris encouraged four or five French-speaking Haitian students to go to another school where they could receive adequate native language instruction in the content areas.)

Director and coordinator agreed that the basic strengths and highlights of the program were: the quality of staff; appropriate design of the revised curriculum; a disproportionate number of bilingual students doing honors work (New Directions and fully mainstreamed bilingual students composed 53 percent of Arista); the rate of bilingual college application and acceptances; extracurricular activities; and the stress on English usage in the program's transitional design. Lastly, the coordinator drew attention to the level of student satisfaction, manifested both in intramural academic peer relationships, and in the role

students play in the school's community image. In both areas, bilingual students are prominent. In the high school's peer tutoring program (meeting after school Mondays and Thursdays, with a counselor in charge), the majority of student participants are bilingual. It appears that the bilingual students -- both newcomers and accomplished mainstreamers are motivated toward academic excellence for themselves and for their peers. Bilingual students likewise appear to be primarily responsible for New Directions' success in community recruitment, not only because they are culturally and linguistically capable of communicating with Spanish-speaking newcomers to the area, but because they love their school, and respect their teachers and principal.

Other Aspects

Morris High School's impressive and established track record of student accomplishments is a major reason for the high expectations that administration and faculty have for New Directions. With a total student population of 1,810[a] of which over 90 percent are black, Morris currently sends 86 percent of its students on to college, where they attract more than one million dollars in scholarship aid. The bilingual department under which the program functions has made an eq y strong showing in the quality of its students, who display real eagerness for learning, excel in honor societies, actively participate in school events,

[a]Source: Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

and produce good attendance records (better, in fact, than the mainstream population of the high school).

Mention should be made of the department's mimeographed bilingual newsletter -- Años Verdes (literally "green years", but idiomatically translated "years of youth") -- with interviews, messages, recipes, polls, poetry, and honor roll and college placement lists which indicates a bilingual community that really does "feel good" about itself.

The influence of this sort of academic tradition and current student accomplishment at Morris and in its bilingual department are of enormous significance in New Directions' efforts to make a good school better. Data on the 1983 graduating class already indicate the direction of improvement to come. Of 150 graduating seniors at Morris this June, 16 were bilingual students. Of the 16, almost half (7) graduated in the top third of the class, all (16) were accepted into college, half (8) into private and the other half into other institutions (CUNY, SUNY, and others).

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1982-83. In general, there was a substantial amount of missing data reported for all tests employed. Additionally, it is noted that program objectives concerning the New Environment Workshop and attitude toward cultural heritage were not implemented.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be

computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The program objective in this area was worded in such a way as to make any analysis difficult to interpret. As the city-wide objective for E.S.L. students is the acquisition of one CREST objective for every month of attendance, it was decided to submit these outcomes to an analysis similar to that used for other high school projects. The test was administered at the beginning and end of each term. Tables 13 and 14 present the test results by semester. Data were missing or incomplete for approximately 50 percent of the program students each semester. For this reason, passing rates in E.S.L. courses are presented in Table 15, in order to provide more complete data regarding student achievement in English.

Examination of CREST results reveals that in the first term, an average of 1.85 CREST objectives per month were acquired by students tested on Levels I and II. Level III students acquired an average of 0.49 objectives per month. In the second term, students on Levels I and II acquired an average of 1.23 CREST objectives per month. Level III students again gained 0.49 objectives per month. City-wide guidelines for CREST achievement were exceeded by students on Levels I and II. The lower index of achievement per month for Level III students, particularly in the spring semester, was due in some part to the test's ceiling effects, that is, students who scored at or close to the maximum

*Board of Education of the City of New York, Division of High Schools, 1978.

on the pre-test achieved the highest possible score at the post-test so that their manifest gains were artifically restricted. Additionally, Table 14 indicates that six students in the fall and five students in the spring were pre- and post-tested on different CREST levels.

Passing rates for students in E.S.L. courses for fall and spring are presented in Table 15. There was considerable variation in passing rates among grades and semesters. Overall, students achieved acceptable passing rates in these courses, evidence of satisfactory progress in English language instruction.

TABLE 13

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	23	7.04	11.09	4.04	2.97	1.39
II	10	9.00	13.90	4.90	2.92	2.92
III	77	9.58	11.13	1.55	3.47	0.49
TOTAL	110	9.00	11.37	2.37	3.31	0.90
			Spring			
I	20	12.30	16.55	4.25	3.63	1.20
II	38	10.71	15.39	4.68	3.77	1.25
III	64	9.72	11.31	1.59	3.48	0.49
TOTAL	122	10.45	13.44	3.00	3.59	0.84

*Post-test minus pre-test.

TABLE 14

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Different Test Levels)

Number of Students	Pre-Test Level	Average Number of Objectives Mastered	Post-Test Level	Average Number of Objectives Mastered
		Fall		
1	II	11.00	III	14.00
5	I	14.40	III	6.20
		Spring		
5	I	16.20	III	7.60

TABLE 15

Number of Program Students Attending Courses and Percent Passing

Teacher-Made Examinations in English as a Second Language

E.S.L. Level	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Beginning	31	61	9	89	9	89	2	100	51	73
Intermediate	13	85	15	93	8	100	1	100	37	92
Advanced	3	100	6	100	1	100	1	100	11	100
Transitional	29	69	29	59	27	67	19	95	104	70
Spring										
Beginning	24	88	9	56	3	67	0	0	36	78
Intermediate	15	73	17	59	11	73	2	100	45	69
Transitional	29	76	29	86	29	79	18	56	105	76

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Levels 2 through 5. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The Prueba de Lectura, Forms CE and DE levels correspond to the following grades:

Level	Ages	Grades
1	6-7	1-2
2	7-8	2-3
3	9-11	4-6
4	12-14	7-9
5	15-18	10-12

However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Program objectives called for a statistically significant improvement in raw score on the Prueba de Lectura. Table 16 presents these results by test level. In addition, "effect size" was calculated

for each test level, following the procedure recommended by Cohen.* An effect size for correlated t-test is an estimate in standard deviations, freed of sample size, of the difference between means. Effect size provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendations:

.20 = small effect size

.50 = moderate effect size

.80 = large effect size

As seen in Table 16, there were statistically significant gains for Levels 2 and 3; students on these levels manifested considerable effect sizes. Results for students on Levels 4 and 5 were not statistically significant. Effect sizes for both levels were negligible, that for Level 4 being negative. From the distribution of scores for Levels 4 and 5, it appears that the test may well have been too difficult for the students at the higher levels. (See Recommendations.)

Achievement in native language studies was also assessed by passing rates in Spanish language courses. These results are presented in Table 17. Although there were no explicitly stated program objectives in this area, program guidelines call for a 70 percent passing rate in other curricular areas. This standard was exceeded for every grade for both semesters.

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*J. Cohen, Statistical Power Analysis for the Behavioral Sciences, Academic Press.

TABLE 16

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura by Test Level

Test Level	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Effect Size
2	23	76.78	20.35	85.52	19.19	8.74	.713	2.79	.011	.58
3	36	55.00	24.92	72.44	26.37	17.44	.568	4.39	.0001	.73
4	36	48.25	14.38	47.92	12.35	-0.33	.65	-0.18	.861	-.029
5	21	45.71	16.92	47.05	11.84	1.33	.297	0.39	.731	.076

TABLE 17

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Studies

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall	67	84	50	86	38	82	15	93	170	85
Spring	53	89	49	80	31	77	11	91	144	83

STUDENT ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, OTHER CONTENT-AREAS

Stated program objectives called for a passing rate of 70 percent in content-area courses. Table 18 presents enrollment and passing rates for these courses by grade and semester. Examination of the results indicates that, when aggregated across grade levels, students had passing rates of 75 percent and 76 percent in fall and spring mathematics courses, respectively. Overall passing rates in science courses were 86 percent for the fall term and 88 percent in the spring. Students in social studies courses had an overall passing rate of 64 percent in the first semester and 80 percent in the second term. Those enrolled in business/vocational courses manifested an overall passing rate of 95 percent in the fall and 80 percent in the spring.

Program objectives were realized in this area with the sole exception of fall social studies courses. There was considerable variation in passing rates; both lowest and highest rates occurred among senior students. The passing rates for ninth graders were generally lower in the spring than in the fall term, a pattern which cannot be explained with information available to the evaluation team. This is an area the project may wish to investigate further.

TABLE 18

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

Content-Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
				Fall						
Mathematics	19	73.7	61	75.4	44	75.0	3	66.7	127	74.8
Science	14	71.4	46	87.0	37	89.2	4	100	101	86.1
Social Studies	10	50.0	58	60.3	38	68.4	5	100	111	64.0
Business/Vocational	7	71.4	18	100	24	95.8	6	100	55	94.5
				Spring						
Mathematics	13	53.8	60	81.7	35	77.1	2	50.0	110	76.4
Science	12	58.3	51	88.2	36	97.2	1	100	100	88.0
Social Studies	11	54.5	35	77.1	37	94.6	3	33.3	86	80.2
Business/Vocational	14	50.0	44	84.1	37	94.6	4	75.0	99	79.8

[a]Mathematics courses include remedial math, pre-algebra, algebra, and computer math/programming. Science courses include general science, biology, chemistry, and physics. Social studies courses include world geography/culture, world/global history, and American history. Business/vocational courses include typing, accounting, keypunching, woodshop, art, and music.

ATTENDANCE

Program objectives called for a statistically significantly greater rate of attendance for program students than for the general school population. Table 19 presents attendance rates for program students by grade. It is noted that attendance improved as grade level rose. Table 20 presents the statistical test of program attendance as compared to general school attendance. The z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The results indicate that program students had an attendance rate considerably higher than that for non-program students in the same school, meeting the objective in this area.

TABLE 19

Attendance of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	110	78.75	25.04
10	71	86.56	18.24
11	48	93.06	6.78
12	25	94.96	3.78
TOTAL	254	85.24	20.29

TABLE 20

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
254	1,753	85.24	72.56	27.44	4.529	.0001

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

In summary, the outside observer immediately detects a distinctly positive atmosphere both within the bilingual department and throughout Morris High School. Bilingual students feel good about themselves and are proud of their program and high school. Expectations are clearly understood by students and teachers alike and both groups voiced their appreciation of the administrative and guidance staffs' "open-door" policy. Warmth, and the sense of a "personal touch," manifest themselves in all of the departmental minutes reviewed. The principal, assistant principal, and coordinator are visible, approachable, imaginative, and skilled. Their work should be a model for high school administration in any context, not just the bilingual South Bronx.

Academic preparation and performance on the part of instructional and non-instructional staff appear to be strong. Every teacher whose class was visited appeared competent in both his/her subject and in classroom techniques; uniform final examinations in global studies, reading, mathematics, and Spanish reviewed by a member of the evaluation team were both comprehensive and impressive.

Supervision is constructive and productive. Model lesson plans, workshops, and observation follow-up procedures all impress teachers with the sense that their administrators are as closely involved in the students' futures as are the teachers themselves.

While the proposed use of the paraprofessionals' time is reasonable, in fact they are called upon to assist in making family contacts (see page 33). While this activity is important, it reduces the paraprofessionals'

time in classrooms.

The guidance staff is energetic and on target in its work. Some of its most successful activities include impressive college information forms, bilingual promotion and graduation guidelines, and the conscientious and compassionate follow-up procedures for truants.

Despite constant efforts on the staff's part, and an average of 35 home visits a month, parental involvement in the life of the program remains minimal. Because these generally positive conditions exist, the principal's challenge to her students -- "Yes, you can meet high standards" -- is effective for the majority of program participants.

The program was also successful in meeting its student achievement objectives. Students pre- and post-tested with Levels I and II of the CREST in both the fall and spring mastered an average of one objective per month of instruction. In addition, students at all levels of E.S.L. instruction achieved overall passing rates in these classes ranging from 69 percent (intermediate level, spring) to 100 percent (advanced level, fall).

In native language achievement, 59 students tested on Levels 2 and 3 of the Prueba de Lectura made statistically significant gains as well as manifesting considerable effect sizes. In native language studies classes, students at every grade level exceeded a 75 percent passing rate each semester. The program objective was met in this area.

In the content areas, students' overall passing rates exceeded the criterion of 75 percent in each subject area in both the fall and spring (except for social studies students in the fall).

Finally, program students had an attendance rate considerably higher than that for non-program students in the school, meeting the objective in this area.

The following recommendations -- oriented specifically toward the program's day-to-day operations -- are also urged:

1) It is recommended that the program administration attempt to balance the paraprofessionals' schedules in such a way as to permit them to assist in classrooms. This may entail a redistributing of responsibilities for family contacts to other staff members. If such a redistribution is not feasible, the staff may wish to consider as a policy question whether to emphasize instructional or non-instructional tasks for the paraprofessionals.

2) It is also recommended that the program consider holding staff development workshops, perhaps given by outside experts in the guidance area, to present practical strategies for use by teachers and students.

3) The perennial parent involvement problem in schools with a large Hispanic population has frustrated educators for years, but the problem is especially acute at New Directions. The program might consider re-examining the "Ten Strategies for Working with Families" proposed in preparation for parent-teacher conferences (departmental meeting minutes of November 8, 1983). Many of these strategies might be as effective in raising the school consciousness of Hispanic parents as they are with other families. The program might also seek the assistance of the bilingual P.T.A. president and a selection of P.T.A. parents chosen by her (many of whom are undoubtedly bilingual themselves), to discuss

strategies for involving New Directions parents. The bilingual department is urged to continue its plans for offering parent workshops and E.S.L. classes next year. Advance consultation with the P.T.A. might prevent additional unattended New Directions parent meetings which undetermine bilingual staff morale.

4) Morris' landmark building is magnificent and must be kept, but its interior refurbishment is an urgent priority. This matter is, of course, outside the program's immediate control. The school administration is therefore urged to continue its efforts to have the appropriate agency within the Board of Education proceed with the necessary renovation as soon as possible.

5) The outcomes for students tested with Levels 4 and 5 of the Prueba de Lectura indicate that the program should evaluate the preparedness of students in the upper levels of Spanish instruction to determine if these levels are of appropriate difficulty for these students.

VIII. APPENDICES

APPENDIX A

Function(s)	% time for each function	Date appt. to each function	Education (degrees)	Certification	License(s)	Total years experience in education	Years Experience: Bilingual	Years Experience: E.S.L.	Years Other Relevant Experience
A.P. ESL/FOR. LANG./BIL.	1.0	2/81	B.A. Psychology M.S. Ed. Administration	NYC	A.P. Supervision Principal, Day Elem.	23	2		
Title VII Coordinator	1.0	9/82	B.A. History M.A. History	NYC	Bilingual Soc. St. Spanish DHS	.8	8		
Spanish Teacher	1.0	9/69	B.A. Spanish M.A. Spanish ~~M.A. Spanish~~	NYC	Reg. Spanish DHS	16	8	none	
Spanish Teacher	1.0	9/77	B.A. Spanish ~~M.S. Spanish~~	NYC	Regular Spanish DHS				
Spanish Teacher	1.0	9/80	B.S. Spanish	NYC	Reg. Spa DHS	3	3		
Spanish Teacher	1.0	9/72	B.A. Spanish M.A. Spanish	NYC	Regular Spanish DHS	9	8	none	
Spanish Teacher	1.0	2/71	B.A. Spanish M.A. Spanish	NYC	Regular Spanish DHS	11	8	none	
Spanish Teacher	1.0	9/70	B.A. Spanish M.A. Spanish	NYC	Regular Spanish DHS	12	8	none	
ESL Teacher	1.0	12/80	B.S. History/Psy. M.A. Human Relations		TPD Social Studies			2	
ESL Teacher	1.0	11/73	B.A. ESL M.A. ESL	NYC	ESL	9		9	

APPENDIX A (continued)

Function(s)	% time for each function	Date appt. to each function	Education (degrees)	Certification	License(s)	Total years experience in education	Years Experience: Bilingual	Years Experience: E.S.L.	Years Other Relevant Experience
ESL TEACHER	1.0	9/73	B.A. ESL, M.A. ESL	NYC	ESL	23		9	
ESL TEACHER	.4	2/77	B.A. ESL, M.A. ADMIN.	NYC	ESL	8		5	
ESL TEACHER(ON SABB.)	1.0	9/75	B.A. ESL, M.A. ESL	NYC	ESL	9		9	
BILINGUAL SOCIAL STUDIES	1.0	12/75	M.A. HISTORY B.A. HISTORY	NYC	BIL. SOC. STUD.	7	7		
BILINGUAL SOCIAL STUDIES DEAN	.4 .6	9/75	B.S. +	NYC	BBIL. SOC. ST.	10	7		
BILINGUAL SICENCE	1.0	10/79	B.A. +	NYC	T.P.D. BIL. SCIENCE	6	4		
BILINGUAL MATH	1.0	9/74	B.S. MATH M.A. MATH PHD. MATH	NYC	BIL. MATH	20	8		
BILINGUAL MATH	1.0	10/75	B.S. MATH MS. MATH	NYC	BIL. MATH	7	7		
BILINGUAL GRADE ADV.	1.0	9/79	B.A. ESL M.A. ESL	NYC	ESL	12	8	6	
BILINGUAL GUIDANCE COUN.	1.0	9/81	B.A. GUIDANCE M.A. GUIDANCE	NYC	BIL. GUIDANCE	13	2		

APPENDIX A (continued)

Staff Member	Function(s)	% time for each function	Date appt. to each function	Education (degrees)	Certification License(s)	Total years experience in education	Years Experience: Bilingual	Years Experience: E.S.L.	Years Other Relevant Experience
	Bilingual Secretary	1.0	12/81		T.P.D. Bil. Secy.	21			
	Educational Assistant	1.0	2/77			6	6		
	Educational Assistant	1.0	9/75			8	8		
	Educational Assistant	.4	9/76			7	7		
	Family Assistant	1.0	9/80			7	3		

APPENDIX B

Morris High School

166 STREET & BOSTON ROAD • BRONX, N. Y. 10456

FRANCES VAZQUEZ, PRINCIPAL • Tel: 542-3700

NEW YORK CITY BOARD OF EDUCATION

Observation of: Mr.
Date of Observation: March 23, 1983
Date of Post Observation Conf.: March 24, 1983
Date of Report: April 6, 1983

Class Observed: Am. Hist. 12L
Room: 411
Time: 8:56 - 9:37
Register: 30
Number Present: 21
Number Late: 0

Upon entering your American History 12L class on March 23, 1983, I found students copying the Do-Now, the vocabulary, the homework assignment and the Aim from an overhead projector transparency projected in a screen. The Do-Now ("Why did the American colonists rebel against English?"), the vocabulary ("Second Continental Congress; loyalists; patriots") and the homework assignment were all presented and reviewed in English. The Aim of the lesson was:

"¿Qué problemas tenían los patriotas americanos?"

The second transparency contained the notes developed in your presentation. They were uncovered progressively as they were discussed.

An oral summary was given to the class in English. Several written summarizing questions were given to the class but the bell cut this activity short.

Among the fine elements to be found in this lesson can be included:

1. Your use of the overhead projector added another dimension to classwork. It has allowed you to present a great amount of material and a variety of experiences succintly, without losing contact with or control of the class. Today's lesson was well organized and logically developed.

2. In response to previous professional conferences, you have deliberately and systematically increased the amount of English heard in your classroom. This reinforcement enhances our students ability to function in an English dominant environment.

3. You mixed factual questions with thinking questions. The question, "Who is a rebel and who is a patriot?" gave students pause to consider the relativity of historical evaluations. Also, consideration of the question of lack of unaminity in any revolution will give students a different perspective in future studies and discussions.

4. You were right on target in not assuming that students understood such basic mathematical concepts as "$\frac{1}{3}$". You further developed their understanding by translating it to 33%. As we discussed, you may even use a diagram next time to further nail down the idea.

5. Your class control was excellent. Students worked actively from bell to bell.

At our post observation conference on March 24, 1983, we discussed the following:

Your use of the overhead projector freed you from the task of placing notes on the chalkboard. Thus, you had more time to dedicate to class discussion and the development and understanding of historical events by the children. Your handling of it demonstrated potential as an adjunct to class activities. A potential problem does exist in that your new freedom from writing in the board does not free students from copying. In this lesson perhaps not enough time was set aside for the children to be drawn into discussion and to become involved in the development of the concepts you presented. As you pointed out, the lack of an adequate text necessitates extensive notes. Being aware of the professionalism you bring to all your lessons, I look forward to the solutions you'll create to solve this problem.

In summary, this was a fine lesson. Your aim was achieved and you presented a mix of many types of cognitive skills questions.

Sincerely yours,

George Materon

George Materon
Assistant Principal-Supervision
ESL/FOREIGN LANGUAGE/BILINGUAL DEPARTMENT

GM/if

I have received and read this observation report and I understand that a copy will be placed in my school file.

_____ _____

TEACHER'S SIGNATURE DATE

Morris High School
166 STREET & BOSTON ROAD • BRONX, N. Y. 10456
FRANCES VAZQUEZ, PRINCIPAL • Tel: 542-3700

NEW YORK CITY BOARD OF EDUCATION

Observation of: Mr. [redacted]
Date of Observation: March 21, 1983
Date of Post Observation Conf.: March 23, 1983
Date of Report: April 11, 1983

Class Observed: FMA4L
Room: 400
Time: 10:45 - 11:25
Register: 30
Number Present: 24
Number Late:

The Do-Now exercise that occupied students at the beginning of the period directed students to ascertain if a student qualified for the honor roll based on a series of marks. The vocabulary ("to qualify; honor roll; is needed") was reviewed and the problem worked out on the board by a student.

The Aim of your FMA 4L class on March 21, 1983 was:

"¿Cómo se calcula el promedio, el mediano y el modo?"

On the board was placed the steps in each of these operations as elicited from the class:

promedio : (1) sumar los números
(2) se divide por el número de números

el mediano :(1) ponerlos en orden
(2) se toma el número del medio

modo : (1) el que se presenta más veces

A rexograph sheet was distributed. The first problem was worked out together with the class. Students then worked individually as you circulated to provide help and guidance. After several minutes, students were sent to the board to write their solutions. The examples were gone over by teacher and class.

Among the many fine elements found in this lesson can be included the following:

1. You included a model of the operations necessary to solve problems concerning averages, medeans and modes. This summarization provided and will continue to provide students with a guide for review and study.

2. You have continued to expand the amount of English used in the classroom as per previous suggestions. In this lesson the Do-Now was completely worked out in Spanish and the English vocabulary reviewed. The next step should include one example completely worked out in English. Choral repetitions is also useful.

3. Your motivation question was well chosen; it coincided with report-card day. It bridged the work you planned for the day with the students' immediate reality.

4. The day's work provided ample reinforcement of previously learned concepts. The rexograph sheet provided the vehicle for study.

At our post observation conference on March 23, 1983, the following recommendations were made:

1. One of the most difficult and challenging problems facing any teacher is how to make the lesson relate to the child's world. You made an excellent start by providing a motivational question that tied the day's work to averaging on the day they received report cards. To sustain that feeling of "functional" mathematics, you might consider, in your next lesson on this topic, having students work out their own averages as reflected on their report card.

   Another possibility would be to take examples directly from the Math RCT's. This would accomplish the dual purpose of exposing students to the vocabulary and format of this examination as well as giving them direct practice in a real test that they will soon enough face.

2. The inclusion of model problems on the board is of great help to students. However, the cluttered appearance of the board is distracting. Block out the work you put on it to enable students to easily distinguish the various parts of your lesson.

   Also, when sending students to the board to work out problems, dispatch several at a time instead of one after another. This will enable you and the class to cover more examples without having to wait for each individual student to write out his particular example.

In summary, this was a most satisfactory lesson.

Sincerely yours,

Frances Vazquez
PRINCIPAL

George Matéron
Assistant Principal-Supervision
ESL/FOREIGN LANGUAGE/BILINGUAL DEPARTMENT

I have received and read a copy of this report and understand that a copy will be placed in my school file.

TEACHER'S SIGNATURE

4/12/83
DATE

APPENDIX C

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
COUNSELING · ACADEMIC	Check students' academic performance with teachers, report cards, individual interviews.	Counselor	On-going	Spanish & English			
· PERSONAL	Open door policy to discuss any problems. Referrals by Teachers	Counselor	On-going	Spanish & English			
· CAREER ORIENTATION	Group and Individual conferences, career day--school.	Counselor & Grade Adv.	On-going	Spanish & English			
· COLLEGE ADVISEMENT	Group and individual conferences, trips to colleges and college fairs.	Counselor & Grade Adv.	On-going	Spanish & English			
· INDIVIDUAL	Interviews with students and parents.	Counselor	On-going	Spanish & English			
· GROUP	Group counseling-self-awareness and careers. Group guidance-orientation.	Counselor	Each group once a week.	Spanish & English			
REFERRALS · IN-SCHOOL	Referrals made by teachers, deans, attendance office, counselor interviews students.	Counselor	As Needed	Spanish and English			
· OUT-OF-SCHOOL	Referrals made to SBST and outside agencies re: clinics for testing, orientation, information, BCW., etc.	Counselor	As Needed	Spanish and English			

APPENDIX C (continued)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
FAMILY CONTACTS							
· HOME VISITS	Students homes are visited by family assistant and feed-back reported to guidance counselor and grade advisor.	M Family Assistant	As Needed Average: 35 visits per/mo	Spanish and English			✓
· TELEPHONE	Students and parents are contacted by phone	Guidance Counselor Grade Advisors, Family Asst. & Paraprofessiona	As Needed	Spanish and English			✓
· MAIL	Parents are notified of meetings. Report card dates, open school and other activi-ties.	Assistant Principal organizes it; transla-tion made by guidance counselor.	As Needed	Spanish and English			✓
· PROGRAM ACTIVITIES							
· SCHOOL ACTIVITIES	Referrals are included, attendance, cutting & academic performance are followed-up.	Guidance counselor, grade advisor and family assistant.	On-going	Spanish and English			✓
PARENT EDUCATION AND TRAINING							
· CLASSES							
· WORKSHOPS	Workshops organized	Bilingual Staff	0	Spanish			✓
OTHER: (Specify)	Parents are visited--phone contact when certain problems arise. Parents advised to contact counselor and to arrange individual conference.	Family Assistant & Paraprofessional	On-Going & As Needed	Spanish OR English			✓

APPENDIX D

Staff	Institution	Courses	Frequency	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
Professional	Columbia University	Computer Programming	Fall '82			X
	French Institute	Basic and Intermediate	Fall and Spanish, 82, 83			X
	Mercy College	Mathematics	Spring 83			X
	Clinton College	Anthropology	"			X
	Pace University	Supervision and Admin.	Fall and Spanish, 82, 83			X
	Fordham University	Education	Fall 82			X
	Lehman College	English	Summer 83			X
	Mercy College	Guidance	Summer 83			X
Paraprofessional	Lehman College	Science	Fall 82			X